

# Actionable Insights, Engaging Instruction, One Proven Program

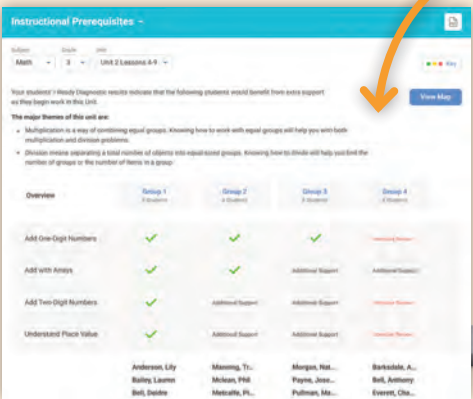
*i-Ready* makes the promise of differentiated instruction a practical reality in one powerful program by delivering actionable insights for teachers and engaging instruction for students.

Coming Fall 2019:  
Mathematics Diagnostic in  
Spanish

## Powerful Assessments

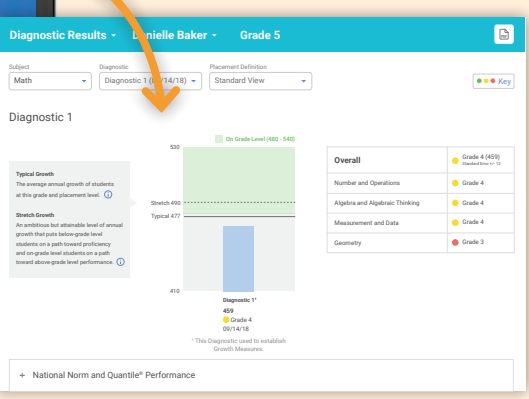
*i-Ready Assessments* illuminate student learning by delivering rich insight, and are thoughtfully designed to help educators make effective instructional decisions according to an individual student's needs.

### Instructional Prerequisites report



Identifies student learning gaps and directs to materials crafted to use with students in groups to differentiate instruction.

### Diagnostic Results report



Identifies strengths and areas of need for each student to inform their personalized learning plan and next steps for instruction.

## Small Group and Whole Class Instruction



### Ready Classroom Mathematics

Focuses on the major content of each grade, helping deepen conceptual understanding and preparing students to apply mathematical concepts to solve everyday problems.

### Student Dashboard

Includes a wealth of interactive tools and games that encourage exploration and develop conceptual understanding.

## Personalized Instruction and Practice



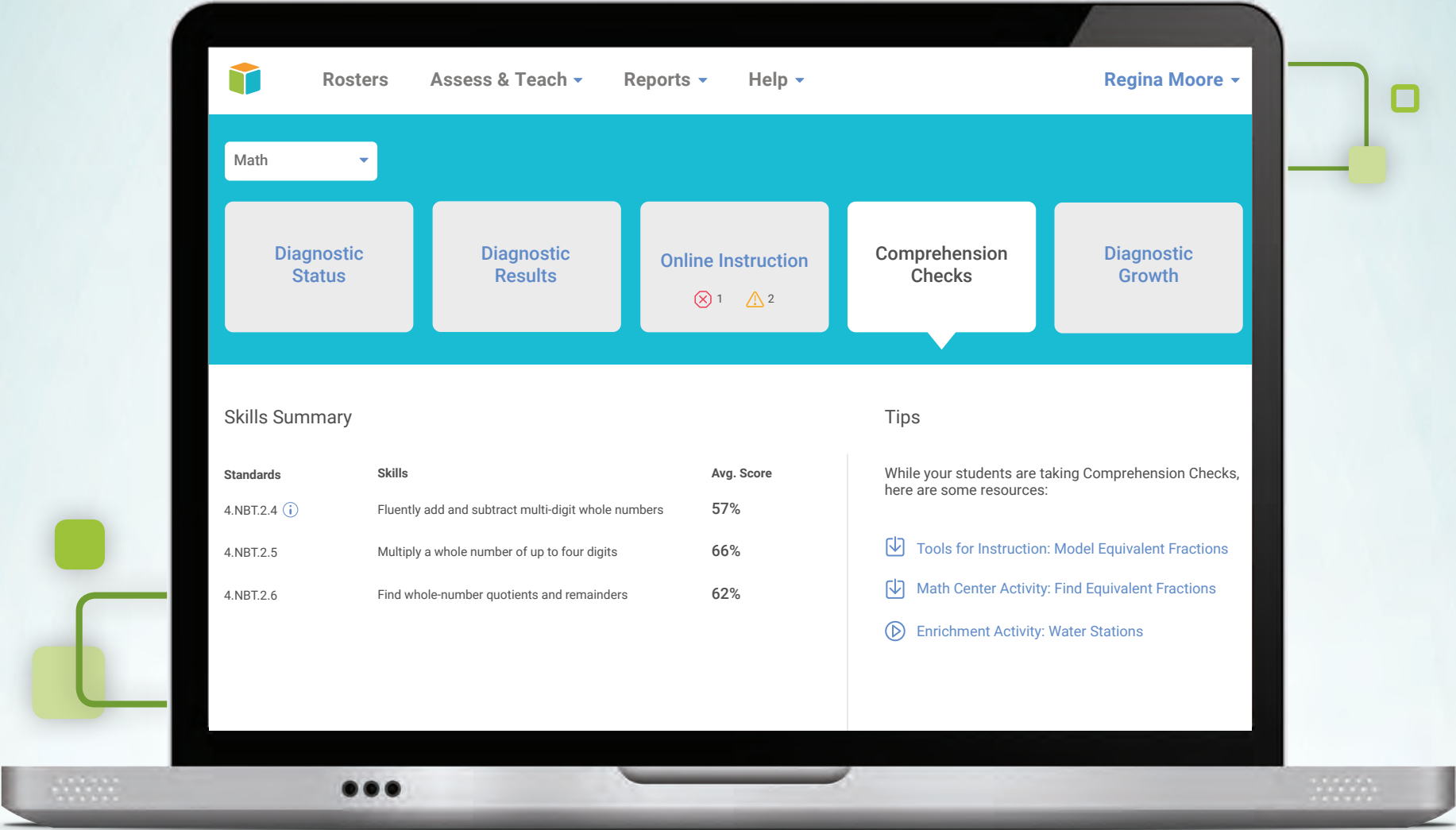
### i-Ready Instruction

Delivers powerful online lessons in a tailored pathway that meets students where they are in their learning journey and encourages and motivates them in their path to growth.

### Learning Games

Offer a multisensory approach to engaging students in fluency practice.

# Intuitive data at every teacher's fingertips



## Reports:

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Diagnostic Results



Subject

Math

Class/Report Group

Grade 5, Section 1

Date Range

Diagnostic Window 1

08/31/18 - 09/31/18

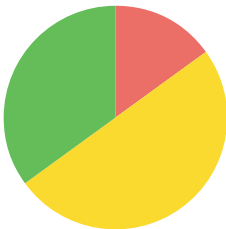
Placement Definition

Standard View

●●● Key

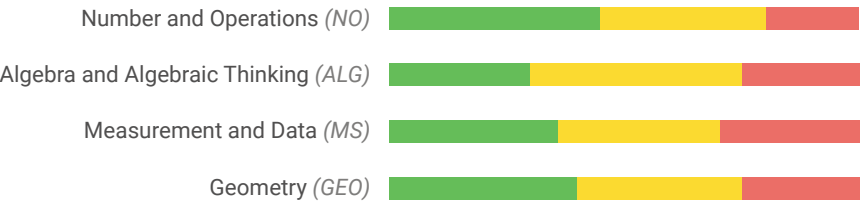
Gives a comprehensive picture of class instructional needs based on data from each Diagnostic

Overall Placement



- 7 Students  
35%  
On or Above  
Grade Level
- 10 Students  
50%  
One  
Grade Level Below
- 3 Students  
15%  
Two or More  
Grade Levels Below
- 0 Students  
0%  
Not Completed

Placement by Domain\*



\*Students not completed are not included.

Showing 20 of 20

Choose Your Column:

<div>Student</div> <div>Scale Score</div> <div>Overall Placement</div>			Placement by Domain				National Norms	Date
			NO	ALG	MS	GEO	National Norms Quantile® measure & range Growth Measures	
Tan, Melanie	517	● Mid 5	Late 5	Grade 3	Late 5	Mid 5	96th	09/14/18
Sanchez, Abby	516	● Mid 5	Late 5	Mid 5	Mid 5	Early 5	96th	09/12/18
Stanton, Geena	512	● Mid 5	Early 5	Early 5	Mid 5	Mid 5	94th	09/13/18

Bowers, Tara	472	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 4	54th	09/14/18
Ramirez, Gabriella	472	● Grade 4	Grade 4	Grade 4	Mid 5	Grade 4	54th	09/12/18
Lowe, Noah	470	● Grade 4	Grade 2	Grade 4	Grade 3	Grade 4	51st	09/13/18
Singh, Brian	463	● Grade 4	Early 5	Grade 4	Grade 4	Early 5	42nd	09/12/18
Powell, Elijah	462	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 4	40th	09/14/18
Baker, Danielle	459	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 3	37th	09/13/18
Choi, Isabelle	459	● Grade 4	Grade 4	Grade 4	Grade 3	Grade 4	37th	09/14/18
Ruiz, Justin	454	● Grade 4	Grade 4	Grade 4	Grade 3	Grade 3	30th	09/12/18
Hess, Michael	453	● Grade 4	Grade 4	Grade 3	Grade 4	Grade 3	29th	09/13/18
Malone, Carla	440	● Grade 3	Grade 3	Grade 3	Grade 3	Grade 3	17th	09/14/18
Cochran, Damon	429	● Grade 2	Grade 3	Grade 3	Grade 3	Grade 3	11th	09/12/18

Instructional Prerequisites ▾



Subject

Math ▾

Grade

3 ▾

Unit

Unit 2 Lessons 4-9 ▾

Directs the teacher to materials crafted to use with students in groups to differentiate instruction at the session, lesson, or unit level specific to Ready Classroom Mathematics; eliminates the need to assess students prior to lessons and units

Your students' i-Ready Diagnostic results indicate that the following students would benefit from extra support as they begin work in this Unit.

View Map

The major themes of this unit are:

- Multiplication is a way of combining equal groups. Knowing how to work with equal groups will help you with both multiplication and division problems.
- There are many models and strategies to help you multiply. Knowing these strategies, such as breaking apart factors, will help make you more fluent with your multiplication facts.
- You can multiply numbers in any order. You can also use place value to multiply.
- Division means separating a total number of objects into equal-sized groups. Knowing how to divide will help you find the number of groups or the number of items in a group.

Overview	Group 1 9 Students	Group 2 4 Students	Group 3 6 Students	Group 4 8 Students
Add One-Digit Numbers	✓	✓	✓	Intensive Review
Add with Arrays	✓	✓	Additional Support	Additional Support
Add Two-Digit Numbers	✓	Additional Support	Additional Support	Intensive Review
Understand Place Value	✓	Additional Support	Additional Support	Intensive Review
	Anderson, Lily Bailey, Lauren Bell, Deidre Buckland, S... Burgess, Ju... Cameron, Lisa Duncan, Don... Dyer, Gabrielle Graham, Oliv...	Manning, Tr... Mclean, Phil Metcalf, Pi... Morgan, Ber...	Morgan, Nat... Payne, Jose... Pullman, Ma... Rampling, J... Sanderson, ... Taylor, Justin	Barksdale, A... Bell, Anthony Everett, Cha... Fuller, Cara Higgins, Th... Robinson, J... Vinson, Ran... Welch, Rebe...



Diagnostic Results

Danielle Baker

Grade 5



Subject

Math

Diagnostic

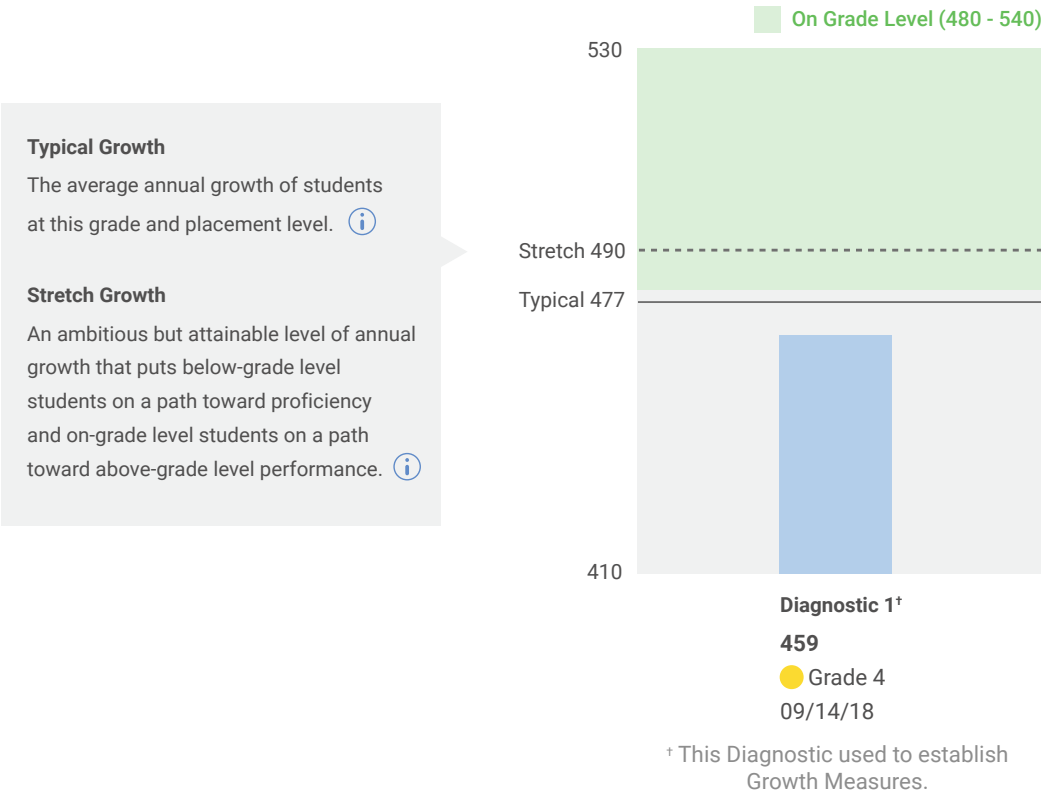
Diagnostic 1 (09/14/18)

Placement Definition

Standard View

Gives teachers insight into the instructional strengths, areas of need, and annual growth expectations for every student in their class, with clear next steps for instruction in each domain

Diagnostic 1



Overall	Grade 4 (459) Standard Error +/- 12
Number and Operations	Grade 4
Algebra and Algebraic Thinking	Grade 4
Measurement and Data	Grade 4
Geometry	Grade 3

+ National Norm and Quantile® Performance

Placement by Domain

Test results suggest that Danielle would benefit from intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships with computation and problem-solving skills will strengthen Danielle’s mathematics abilities across domains. This priority places Danielle in Instructional Grouping 2.

Number and Operations

Grade 4  
439

Algebra and Algebraic Thinking

Grade 4  
459

Measurement and Data

Grade 4  
446

Geometry

Grade 3  
436

Developmental Analysis

At grade levels 3–5, this domain addresses four operations with whole numbers with an emphasis on multiplication and division, as well as understanding of and computation with decimals and fractions. Test results indicate that Danielle could benefit from practicing multi-digit whole number operations and fraction concepts.

Can Do

Base Ten

Read and write whole numbers through hundred millions in expanded form and standard form and identify the value of the digits.

Standards

Compare and order numbers through hundred millions.

Standards

Next Steps and Resources for Instruction

Base Ten

- Subtract multi-digit numbers.
- Subtract multi-digit numbers

Tools for Instruction

Subtract Multi-Digit Numbers

Additional Resources

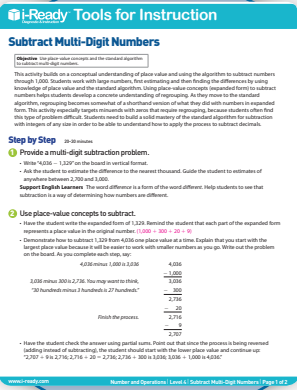


Ready Classroom Mathematics or digital access through Teacher Toolbox

Learn More

- Grade 4
  - Lesson 1: Understand Place Value
  - Lesson 3: Add and Subtract Whole Numbers

- Multiply three-digit numbers by one-digit numbers.
- Multiply three-digit numbers by one-digit numbers



Standards

Curriculum Framework for Mathematics

Focus Standard(s)

5.NBT.B.7 • Add [and] subtract ... decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction ... relate the strategy to a written method and explain the reasoning used.

Online Instruction ▾ Danielle Baker ▾ Grade 5

PDF

Subject

Math ▾

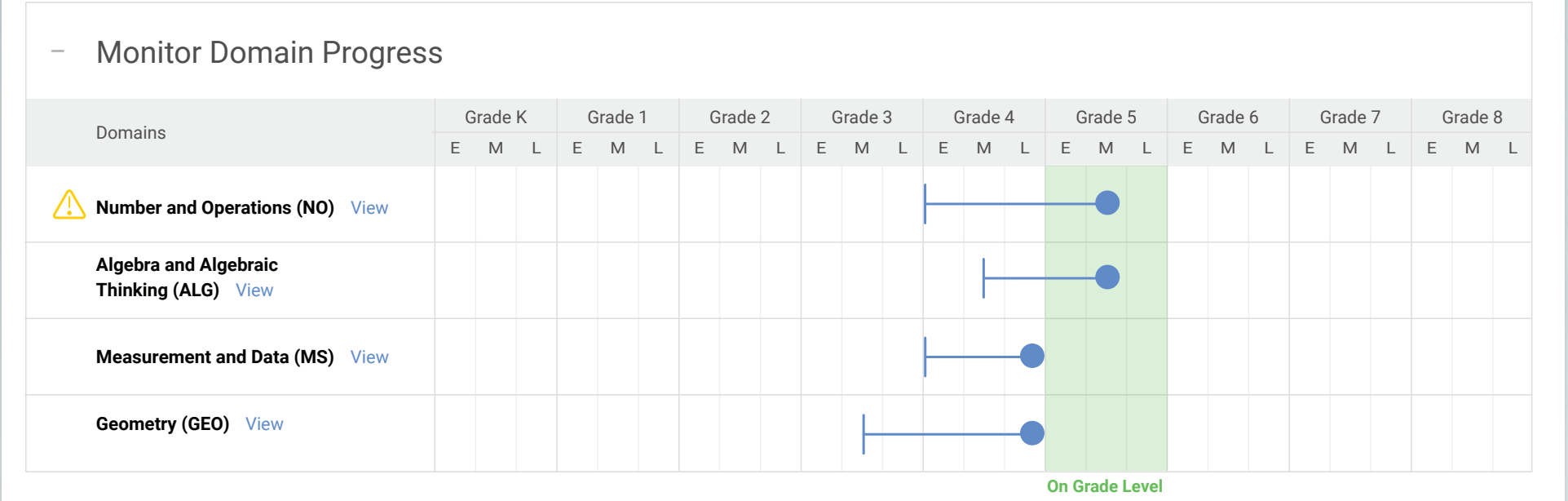
Date Range

Academic YTD ▾

Shows a student’s progress through i-Ready online lessons in real time and highlights where that student is succeeding and where teachers should intervene to help struggling students

Current & Past Lessons

Upcoming Lessons



Activity Overview

Lessons Passed

55/65 | 85%

Time on Task (Year to Date)

23h 26m

Domains	Passed/Completed	% Lessons Passed
Number and Operations (NO)	22/28	79%
Algebra and Algebraic Thinking (ALG)	22/25	88%
Measurement and Data (MS)	6/7	86%
Geometry (GEO)	5/5	100%

Year to Date

23h 26m

Last Week

34m

Current Week

47m

Showing 60 of 60

Alerts ▾	Domains ▾	Level ▾	Lesson	Passed ▾	Score ▾	Time on Task ▾	Started ▾	Finished ▾
	Number and Operations	Late 5	Multiply Decimals	—	—	26m	03/01/19	In Progress
	Number and Operations	Late 5	Add and Subtract Fractions in Word Problems	Passed	100%	31m	03/01/19	03/01/19
	Number and Operations	Mid 5	Add and Subtract Fractions	Passed	90%	34m	02/22/19	02/22/19
	Number and Operations	Mid 5	Practice: Subtract Decimals	Pa				
	Number and Operations	Mid 5	Practice: Add Decimals	Pa				
	Number and Operations	Mid 5	Add and Subtract Decimals	No				
	Number and Operations	Mid 5	Add and Subtract Decimals	No				

Number and Operations

Add and Subtract Decimals

Objectives:

- Add decimals to hundredths.
- Subtract decimals to hundredths.
- Use models to show how to add and subtract decimals to hundredths.

Preview

Estimated Total Run Time: 26m

Instruction Quiz

Curriculum Framework with Common Core for Mathematics

Focus Standard(s)

5.NBT.B.7 - Add [and] subtract . . . decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction . . . relate the strategy to a written method and explain the reasoning used.

Online Instruction ▾



Shows teachers the key metrics associated with student gains as they progress through i-Ready online lessons in real time

Subject

Math ▾

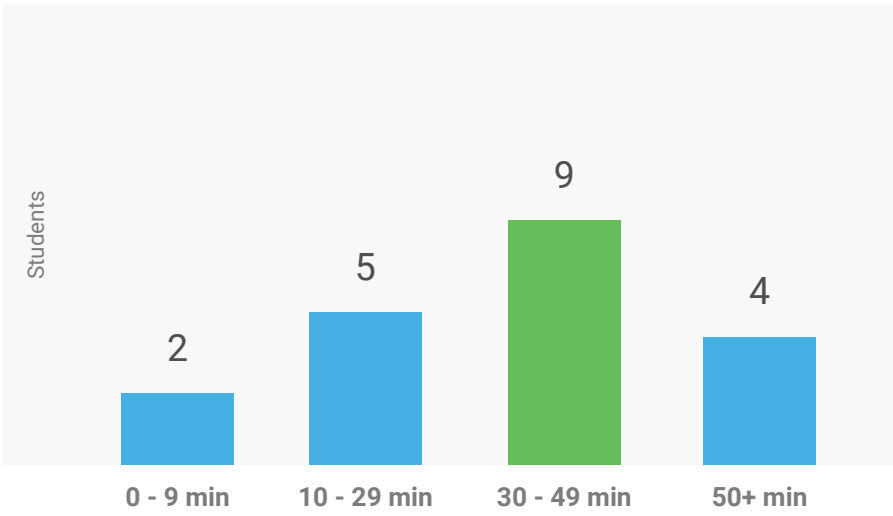
Class/Report Group

Grade 5, Section 1 ▾

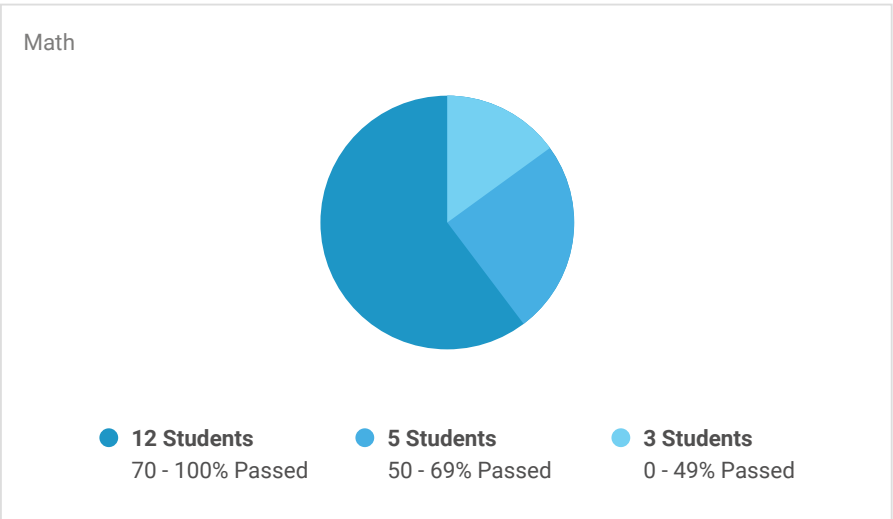
Date Range

Current Week ▾

Time on Task Current Week



% Lessons Passed Year to Date



Showing 20 of 20

Alerts <div>Student</div>					Lessons Passed			Lessons Passed (YTD)	
					Time on Task	In Progress		Passed/Completed	
+	⚠	Baker, Danielle	46m	1	1	2	50%	17/20	85%
		Bowers, Tara	44m	2	2	2	100%	8/12	67%
		Choi, Isabelle	23m	1	1	1	100%	4/6	67%
		Cochran, Damon	36m	1	1	1	100%	32/35	91%
		Hess, Michael	17m	1	0	1	0%	8/18	44%
		Lowe, Noah	32m	1	1	1	100%	5/6	83%
+	⊗	Malone, Carla	28m	1	1	2	50%	12/24	50%
		McDonald, Kal	15m	1	1	1	100%	27/30	90%
		Patel, Mia	4m	1	0	0	0	20/23	87%
	⊗	Powell, Elijah	37m	1	1	2	50%	13/20	65%
		Ramirez, Gabriella	53m	1	3	3	100%	25/30	83%
		Ruiz, Justin	41m	1	2	2	100%	20/25	80%
		Sanchez, Abby	51m	1	2	3	66%	19/23	83%
		Simmons, Tristan	42m	1	2	2	100%	18/24	75%
		Singh, Brian	44m	1	2	2	100%	20/23	87%
		Stanton, Geena	9m	1	0	1	0%	6/20	30%



Gives a clear view of progress toward proficiency and annual growth expectations for each student

Subject

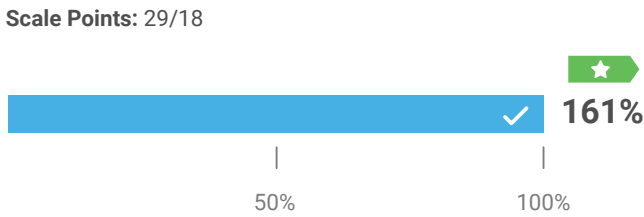
Math ▾

Placement Definition

End-of-Year View ▾

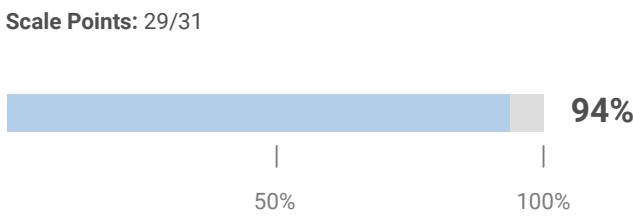
Year-to-Date Growth

Progress to Annual Typical Growth



This student has made 161% progress toward Annual Typical Growth. Typical Growth is the average growth of students at this grade and placement level.

Progress to Annual Stretch Growth

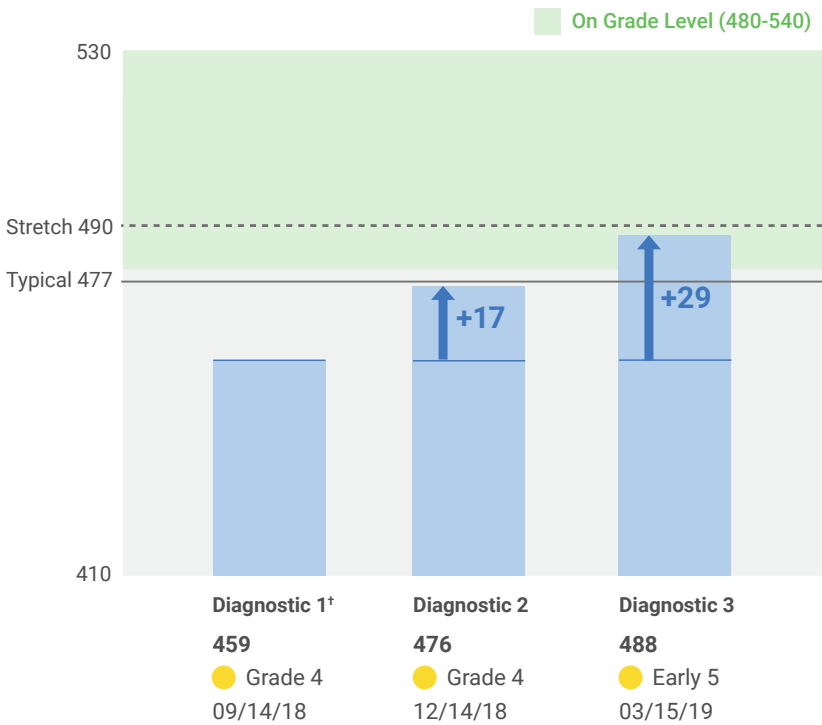


This student has made 94% progress toward his or her Stretch Growth. Stretch Growth is an ambitious but attainable level of annual growth that puts students on a path toward proficiency.

This student will need to meet their Annual Stretch Growth for at least 1 year to be proficient. Proficient for Grade 5 is a mid-on-level scale score of 498.

[Learn More about Growth](#)

Overall Diagnostic Growth



\*This Diagnostic used to establish Growth Measures.

Placement by Domain

Domain	Diagnostic 1	Diagnostic 2	Diagnostic 3
Overall ↑	● Grade 4	● Grade 4	● Early 5
Number and Operations ↑	● Grade 4	● Grade 4	● Mid 5
Algebra and Algebraic Thinking ↑	● Grade 4	● Grade 4	● Early 5
Measurement and Data ↑	● Grade 4	● Early 5	● Early 5
Geometry ↑	● Grade 3	● Grade 3	● Grade 4

↑ Placement Improved from Initial



Diagnostic Growth



Subject

Math

Class/Group

Grade 5, Section 1

Comparison Date Range

05/28/19 - 06/25/19

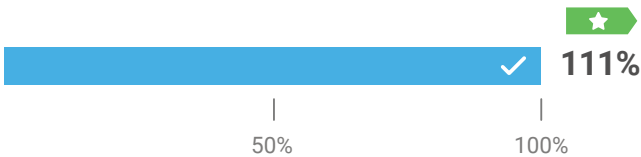
Diagnostic Window 3

Placement Definition

End-of-Year View

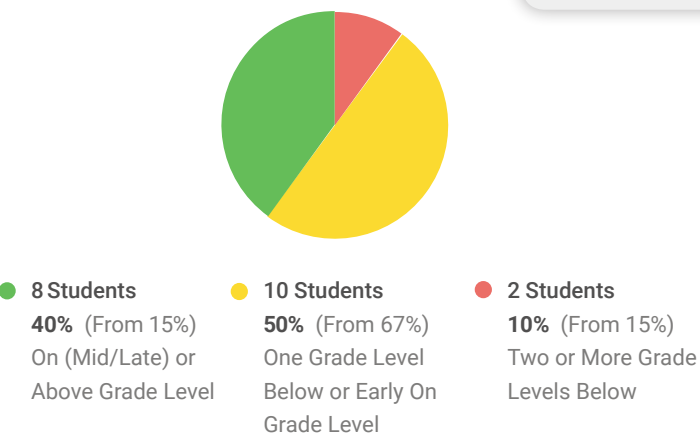
Gives a clear view of progress toward proficiency and annual growth expectations across a class and for each student

Progress to Annual Typical Growth (Median)



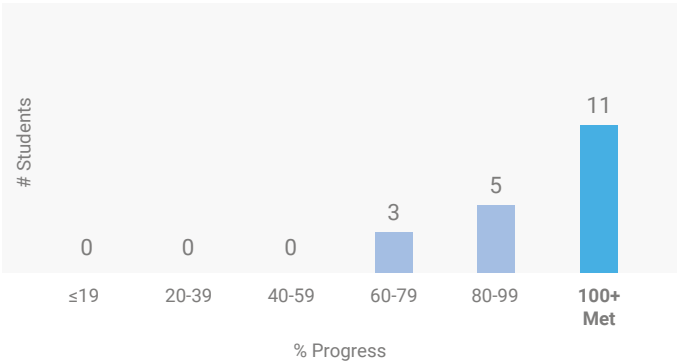
The median percent progress toward Typical Growth for this class is 111%. Typical Growth is the average annual growth for a student at their grade and placement level.

Current Placement Distribution

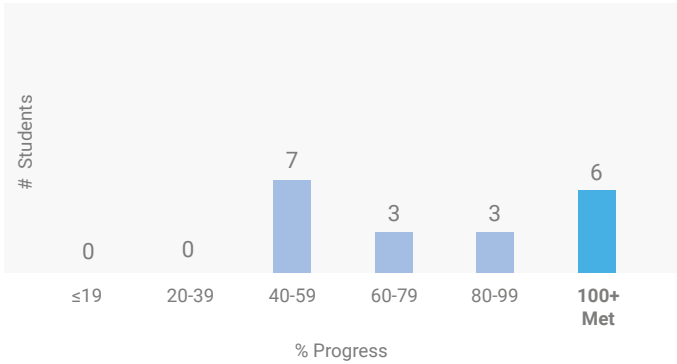


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Learn More about Growth



Showing 20 of 20

Student	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		Initial Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Baker, Danielle	<div><div></div></div> 161%	29/18	<div><div></div></div> 94%	29/31	● Grade 4 (459)	● Early 5 (488)
Bowers, Tara	<div><div></div></div> 78%	14/18	<div><div></div></div> 45%	14/31	● Grade 4 (472)	● Early 5 (486)
Choi, Isabelle	<div><div></div></div> 172%	31/18	<div><div></div></div> 100%	31/31	● Grade 4 (459)	● Early 5 (490)
Cochran, Damon	<div><div></div></div> 85%	17/20	<div><div></div></div> 41%	17/41	● Grade 2 (429)	● Grade 3 (446)
Hess, Michael	<div><div></div></div> 39%	7/18	<div><div></div></div> 23%	7/31	● Grade 4 (453)	● Grade 4 (460)
Lowe, Noah	<div><div></div></div> 94%	17/18	<div><div></div></div> 55%	17/31	● Grade 4 (470)	● Early 5 (487)
Malone, Carla	<div><div></div></div> 244%	44/18	<div><div></div></div> 126%	44/35	● Grade 3 (440)	● Early 5 (484)
McDonald, Kal	<div><div></div></div> 161%	29/18	<div><div></div></div> 100%	29/29	● Early 5 (489)	● Mid 5 (518)
Patel, Mia	<div><div></div></div> 172%	31/18	<div><div></div></div> 100%	31/31	● Grade 4 (473)	● Mid 5 (504)
Powell, Elijah	<div><div></div></div> 89%	16/18	<div><div></div></div> 52%	16/31	● Grade 4 (462)	● Grade 4 (478)
Ramirez, Gabriella	<div><div></div></div> 111%	20/18	<div><div></div></div> 65%	20/31	● Grade 4 (472)	● Early 5 (492)
Ruiz, Justin	<div><div></div></div> 167%	30/18	<div><div></div></div> 97%	30/31	● Grade 4 (454)	● Early 5 (484)
Sanchez, Abby	<div><div></div></div> 193%	27/14	<div><div></div></div> 135%	27/20	● Mid 5 (516)	● Grade 6 (543)

Diagnostic Growth



School

Cedar Elementary

Subject

Math

Comparison Diagnostic

Diagnostic 3

Placement Definition

End-of-Year View

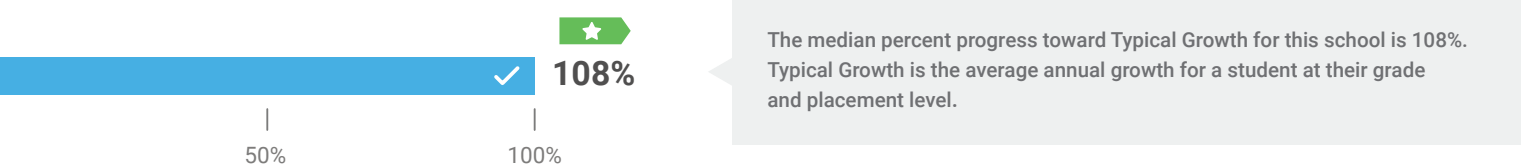
Gives a clear view of progress toward proficiency and annual growth expectations across a school, grade, or class

Students Assessed/Total: 555/569

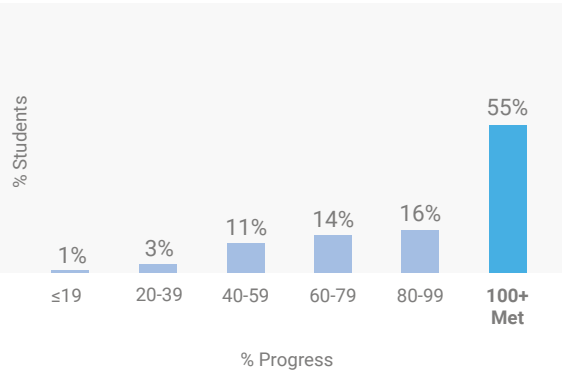
Progress to Annual Typical Growth

(Median)

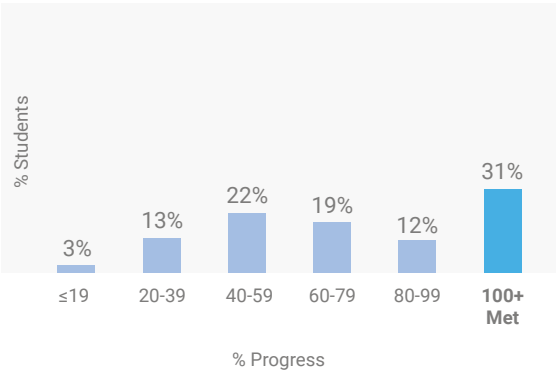
[Learn More about Growth](#)



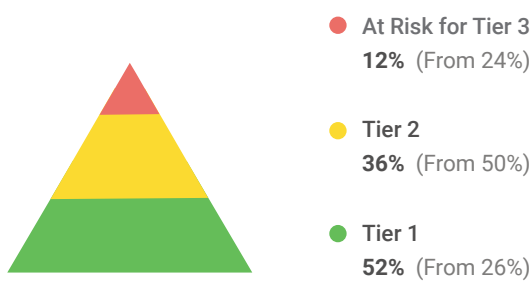
Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Current Placement Distribution



Show Results By

Grade

Showing 9 of 9

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade K	<div><div>✓</div></div> 114%	65%	<div><div></div></div> 79%	35%	65%	60/60
Grade 1	<div><div>✓</div></div> 107%	67%	<div><div></div></div> 84%	33%	30%	63/63
Grade 2	<div><div>✓</div></div> 106%	60%	<div><div></div></div> 71%	26%	64%	66/70
Grade 3	<div><div>✓</div></div> 110%	80%	<div><div></div></div> 80%	25%	80%	60/60
Grade 4	<div><div>✓</div></div> 111%	80%	<div><div></div></div> 80%	23%	77%	66/71
Grade 5	<div><div>✓</div></div> 108%	65%	<div><div></div></div> 67%	35%	70%	60/60
Grade 6	<div><div>✓</div></div> 114%	71%	<div><div></div></div> 57%	24%	75%	60/60
Grade 7	<div><div>✓</div></div> 108%	85%	<div><div></div></div> 57%	25%	80%	60/65
Grade 8	<div><div>✓</div></div> 109%	85%	<div><div></div></div> 44%	20%	25%	60/60

Diagnostic Results



Gives a comprehensive picture of student performance at the school, grade, and class level, enabling administrators to set intervention strategies and inform resource allocation decisions

School

All Schools

Subject

Math

Diagnostic

Diagnostic 1

Prior Diagnostic

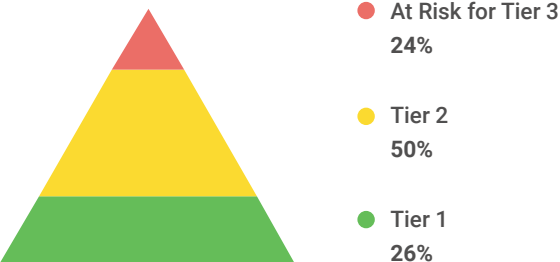
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Placement Definition

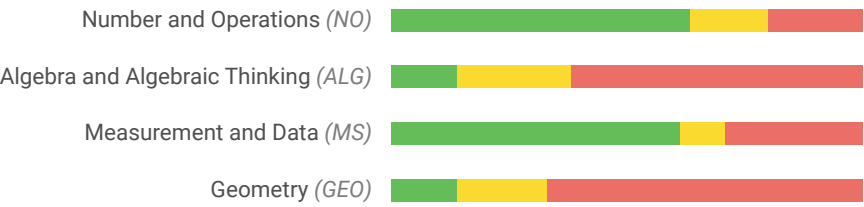
Standard View

Students Assessed/Total: 1,830/1,891

Overall Placement\*



Placement by Domain\*



\*Students not completed are not included.

Switch Table View

Performance Summary

Show Results By

Grade

Showing 9 of 9

Grade	Student Distribution Across Tiers	Students Assessed/Total
Grade 2	<div><div>20%</div><div>60%</div><div>20%</div></div>	220/227
Grade 3	<div><div>20%</div><div>40%</div><div>40%</div></div>	180/191

Diagnostic Results



School

All Schools



Subject

Math

Diagnostic

Diagnostic 2

Prior Diagnostic

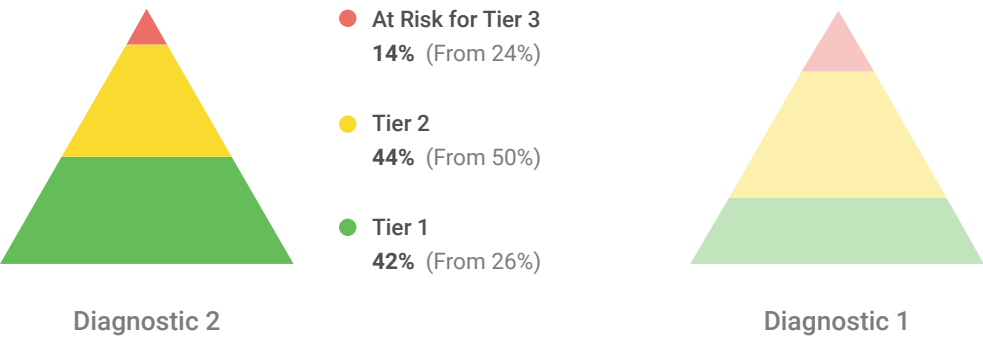
Diagnostic 1

Placement Definition

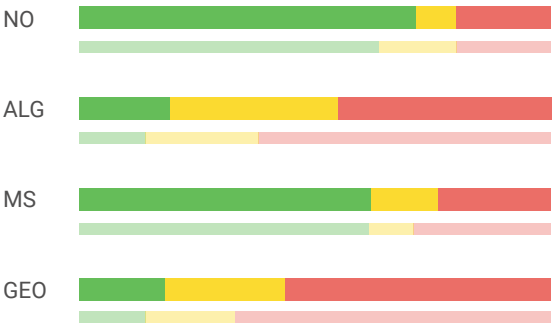
Standard View

Students Assessed/Total: 1,840/1,891

Change in Placement\*



Placement by Domain\*



\*Students not completed are not included.

Switch Table View

Performance Summary

Show Results By

Grade

Showing 9 of 9

Grade	Student Distribution Across Tiers	Students Assessed/Total
Grade 2	Diagnostic 2 <div><div>45%</div><div>50%</div><div>5%</div></div>	220/227
	Diagnostic 1 <div><div>20%</div><div>60%</div><div>20%</div></div>	



Standards Mastery Results



Shows student performance on recently taught standards to inform reteaching

Subject

Math

Class/Report Group

Grade 5, Section 1

Assessment

Grade 5 Fractions

Skills Summary

Standards		Skills	Performance Distribution	Avg. Score	Resources
5.NF.A.1		Equivalent Fractions: Grade 5	<div><div></div><div></div><div></div></div>	72%	<a href="#">Download</a>
5.NF.A.2		Compare Two Fractions: Grade 5	<div><div></div><div></div><div></div></div>	43%	<a href="#">Download</a>
5.NF.B.4.A... +(1)		Understand Fraction Addition and Subtraction: Grade 5	<div><div></div><div></div><div></div></div>	38%	<a href="#">Download</a>

Assessment Summary

<div>51%</div> <div>Average Test Score</div> <div>16 students completed</div>	<div>6</div> <div>Proficient</div>	<div>5</div> <div>Progressing</div>	<div>5</div> <div>Beginning</div>	<div>4</div> <div>Not Completed</div>
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Assessment Detail

Skills Detail

Use dropdown to view Item Analysis

View Assessment

Showing 20 of 20

Student	Assessment Score	Date	Duration	5.NF.A.1	5.NF.A.2	5.NF.B.4.A 5.NF.B.4.B
Class Summary	51%			72%	43%	38%
Sanchez, Abby	87%	10/22/18	46m	100%	100%	61%
Choi, Isabella	80%	10/22/18	45m	75%	90%	75%
Baker, Danielle	79%	11/01/18	40m	80%	90%	68%
Lowe, Noah	78%	10/24/18	45m	86%	72%	78%
Bowers, Tara	73%	10/22/18	43m	80%	62%	76%
Warren, Santino	70%	10/25/18	40m	75%	61%	73%
Patel, Mia	58%	10/22/18	29m	61%	60%	53%
Singh, Brian	49%	10/22/18	27m	71%	52%	24%
Malone, Carla	46%	10/20/18	45m	57%	49%	32%
Vo, Isaiah	41%	10/22/18	47m	69%	31%	23%
Ramirez, Gabriella	33%	11/01/18	28m	36%	35%	25%
Tan, Melanie	30%	11/01/18	49m	48%	32%	9%
Ruiz, Justin	27%	10/22/18	22m	30%	45%	6%



*Shows student performance on recently taught standards to inform reteaching, down to the question level*

Subject

Math

Class/Report Group

Grade 5, Section 1

Assessment

Grade 5 Fractions

Standards		Skills	Performance Distribution	Avg. Score	Resources
5.NF.A.1	<a href="#">i</a>	Equivalent Fractions: Grade 5	<div><div></div><div></div><div></div></div>	72%	<a href="#">Download</a> <a href="#"></a>
5.NF.A.2	<a href="#">i</a>	Compare Two Fractions: Grade 5	<div><div></div><div></div><div></div></div>	43%	<a href="#">Download</a> <a href="#"></a>
i-Ready Standards Mastery: Differentiated Instructional Support					<a href="#">Download</a> <a href="#"></a>
5.NF.B.4.A... + (1)	<a href="#">i</a>	Understa			<a href="#">Download</a> <a href="#"></a>

**51%** Average Test Score

*16 students completed*

5.NF.A.1

Showing 20 of 20

i-Ready Standards Mastery: Differentiated Instructional Support

i-Ready

## Add and Subtract Fractions with Unlike Denominators

### Standards

**5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example,  $\frac{2}{3} + \frac{1}{4} = \frac{8}{12} + \frac{3}{12} = \frac{11}{12}$ . (In general,  $\frac{a}{b} + \frac{c}{d} = \frac{ad+bc}{bd}$ .)*

### Prerequisite Standards

**3.NF.A.1** Understand a fraction  $\frac{1}{b}$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $\frac{a}{b}$  as the quantity formed by  $a$  parts of size  $\frac{1}{b}$ .

**4.NF.B.3c** Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

**4.NF.B.3d** Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

### Overview of Tested Skills

Problems on this assessment form require students to be able to find sums or differences of fractions or mixed numbers with unlike denominators by using equivalent fractions to rewrite them as sums or differences with like denominators, and by drawing area models or number lines to represent the sums or differences. Students will also need to be familiar with multiplying whole numbers, adding and subtracting fractions and mixed numbers with like denominators, reading measurements shown in inches, and writing fractions greater than 1 as both mixed numbers and improper fractions.

### Common Misconceptions and Errors

Misconceptions and errors may result if students don't understand how to write a mixed number as a fraction greater than 1, how to find a common denominator, or how to find equivalent fractions.

Errors may also result if students:

- do not multiply each numerator by the factor used to create the common denominator.
- add the numerators and add the denominators.
- add instead of subtracting, or vice versa.
- make a basic multiplication fact error.
- find a common denominator, but then add or subtract the original numerators, instead of subtracting the numerators of equivalent fractions.

## Instructional Resources

Consider using the following as additional instructional resources for students who have placed on or above level in Number and Operations and Algebra and Algebraic Thinking. See additional recommendations on page 2 for students performing below grade level.

### Beginning

#### Focus: Developing Underlying Concepts

Help students remember how to find equivalent fractions by multiplying the numerator and denominator of a fraction by the same number. Discuss how students can use equivalent fractions to make same-size parts that can then be added or subtracted. Then help students use equivalent fractions to find common denominators before adding or subtracting fractions.

#### Teacher-led Small Group

##### Toolbox: Student Worktext

Grade 5, Lesson 10

- Add and Subtract Fractions

#### i-Ready: Tools for Instruction

Number and Operations, Level 5

- Add and Subtract Unlike Fractions and Mixed Numbers

#### Toolbox: Interactive Tutorial

Grade 5, Lesson 10

- Add and Subtract Fractions

#### Student-led Small Group

##### Toolbox: Center Activities

Grade 5, Lesson 10

- 5.21 ★ Add and Subtract Fractions

### Progressing

#### Focus: Practice and Building Confidence

Help students pay careful attention to the words and the numbers in each problem.

Build confidence with independent practice with rewriting sums or differences of fractions with unlike denominators as sums or differences with like denominators.

#### Independent

##### Toolbox: Student Worktext

Grade 5, Lesson 10

- Add and Subtract Fractions

#### i-Ready: Instruction

Level E

- Add and Subtract Fractions

#### Student-led Small Group

##### Toolbox: Center Activities

Grade 5, Lesson 10

- 5.21 ★ Add and Subtract Fractions

### Proficient

#### Focus: Deepening Understanding

Encourage students to deepen their understanding of fraction addition and subtraction by finding multiple ways to rewrite sums and differences of fractions.

#### Student-led Small Group

##### Toolbox: Center Activities

Grade 5, Lesson 10

- 5.21 ★ ★ ★ Add and Subtract Fractions

Student	Assessment Score	Skill Score	1	2	3	4A	4B	5
Class Summary	51%	72%	85%	80%	76%	64%	43%	50%
Sanchez, Abby	87%	100%	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Choi, Isabella	80%	75%	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Baker, Danielle	79%	80%	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Lowe, Noah	78%	80%	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Bowers, Tara	73%	80%	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Warren, Santino	70%	75%	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Patel, Mia	58%	61%	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Singh, Brian	49%	71%	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Malone, Carla	46%	57%	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Vo, Isaiah	41%	69%	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Ramirez, Gabriella	32%	36%	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Tan, Melanie	30%	36%	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

# Standards Mastery Results

Academic year: Current (2018–2019)  
Select Students by: Class  
School: Gotham Elementary School

Class/Group: Math Class (Math)  
Student: Ty Miller

Assessment: Grade 4 Mathematics 09/12/18  
Score: 17%  
Completion Date: 09/12/18

Offers detailed, student-level item analysis and suggested resources for addressing gaps and reteaching grade-level standards at the district, school, and class level

Use this report to review a student's results on a Standards Mastery assessment. Review the student's responses and common misconceptions for each wrong answer.

Item 1

Luke spends \$36 at a baseball game. His ticket costs \$23. Luke buys a cup of lemonade for \$5 and two bags of popcorn. How much is each bag of popcorn?

\$8

\$6

\$4

\$3

Item 2

Dan puts 156 bottles of juice in boxes. There are 10 boxes that have 6 bottles in each. The rest of the boxes have 8 bottles in each. How many boxes have 8 bottles?

8 boxes

Correct answers:

12 boxes

Students may have an incorrect response because they found the total number of bottles left that are in boxes of 8,  $156 - (10 \times 6) = 96$ , instead of solving a step further to find the number of boxes that have 8 bottles in each.

Item 3

Andrea is ordering a photo book by the page. Each page can fit four photos. She wants to put 63 summer photos and 35 winter photos into the photo book. How can Andrea find the fewest number of pages she will need to order for all of her photos?

Use the dropdown menus to complete the explanation.

Andrea must 1 add 63 and 35 to find the total number of photos she has. Then she has to 2 Choose... the total by 4 to find the number of pages she needs. There will be 3 Choose... pages with four photos each. She will have 4 Choose... left over. Andrea will need to order 5 Choose... pages for all her photos.

Correct answers:

2 divide 3 24 3 2 photos 3 25

Students may have an incorrect response because they do not understand how to set up and solve multistep problems. They may have chosen an incorrect operation to use in each step and, as a result, come up with an incorrect number of pages. If the response is 392 pages, students likely added to find the total number of photos but multiplied by 4, instead of dividing by 4, to find the number of pages needed, or they may have solved correctly but misinterpreted what to do with the remaining 2 photos and either disregarded them or incorrectly added 2 pages to account for them.

Item 4

Hannah, Martha, and Jack collect a total of 84 stickers. After they divide up all of the stickers equally, Hannah finds 6 more stickers and adds them to her collection. Jack gives 3 of his stickers to his brother.

Drag the number of stickers into each box to show how many stickers each person has now.

Hannah

1 22

Martha

2

Jack

3

22 25 28 31 34

Correct answers:

1 34 2 28 3 25

Students may have an incorrect response because they may not have known which operations to use to correctly solve the multistep problems. They may divide 84 by 3 correctly but then incorrectly add 3 to Jack's total or subtract 6 from Hannah's total to find incorrect totals for each person, or students may correctly find Hannah and Jack's number of stickers but subtract them from 84, thinking that the original total has not changed, to find Martha's number of stickers as 25 instead of 28.



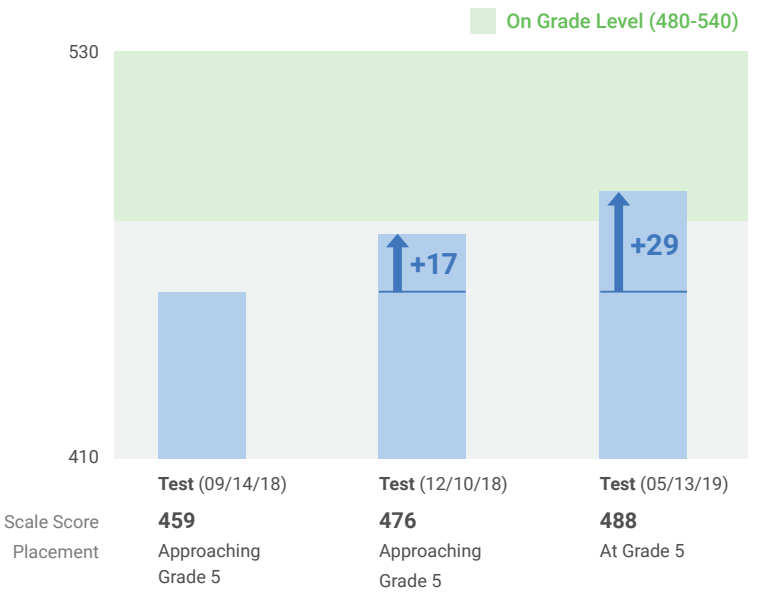
For Families



Subject Math  
Student Danielle Baker  
Student ID ID:DaBaker4896\_PD  
Student Grade 5

Uses accessible terminology and helpful context to share student progress and celebrate growth with families. Available in English and Spanish

Danielle’s Overall Performance



What is *i-Ready*?

*i-Ready* is an online learning program focused on reading and mathematics. Danielle has recently taken an *i-Ready Assessment* at school. This report gives you a snapshot of your child's performance. For more information about *i-Ready*, visit [i-Ready.com/FamilyCenter](#).

Domain	Test (09/14/18)	Test (05/13/19)
Overall	Approaching Grade 5	At Grade 5
Number and Operations	Approaching Grade 5	At Grade 5
Algebra and Algebraic Thinking	Approaching Grade 5	At Grade 5
Measurement and Data	Approaching Grade 5	At Grade 5
Geometry	Needs Improvement	Approaching Grade 5

Understanding Key Terms

**Scale Scores** provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of *i-Ready Diagnostic* and *i-Ready Instruction*.

**Placement Levels** are based on Danielle's level of performance overall and on each subtest, and they describe the optimum instruction level.

The four possible placements are:

- Above Grade Level
- At Grade Level
- Approaching Grade Level
- Needs Improvement

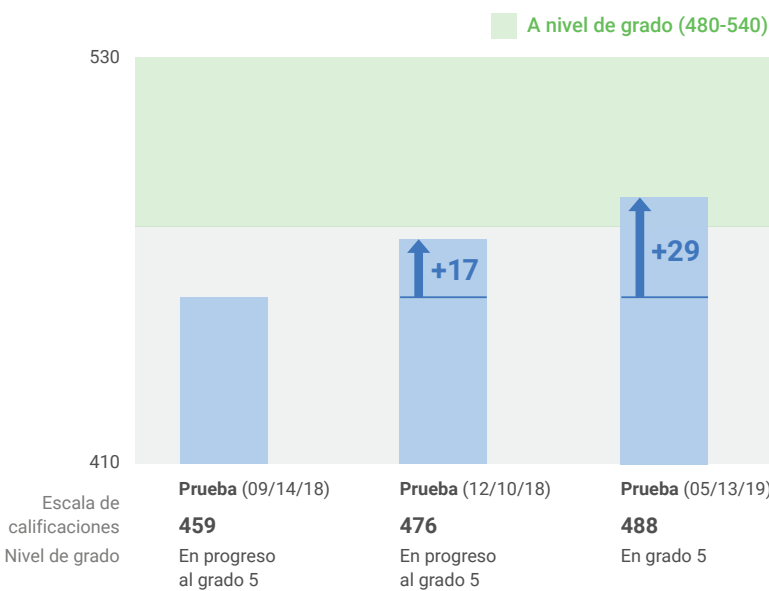
For a more detailed description of what is covered on the Diagnostic, visit the FAQs section on [i-Ready.com/FamilyCenter](#).

For Families



Materia Matemáticas  
Estudiante Danielle Baker  
Identificación del estudiante ID:DaBaker4896\_PD  
Estudiante grado 5

Desempeño general de Danielle en matemáticas



¿Qué es *i-Ready*?

*i-Ready* es un programa de aprendizaje en línea que se enfoca en lectura y matemáticas. Recientemente Danielle tomó una evaluación de *i-Ready* en su escuela. Dicha evaluación fue presentada en inglés. Este informe le ofrece un panorama general del desempeño de su hijo o hija. Para más información sobre *i-Ready*, visite [i-Ready.com/FamilyCenter-es](#).

Dominio	Prueba (09/14/18)	Prueba (05/13/19)
Desempeño general	En progreso al grado 5	En grado 5
Números y operaciones	En progreso al grado 5	En grado 5
Álgebra y pensamiento algebraico	En progreso al grado 5	En grado 5
Medición y datos	En progreso al grado 5	En grado 5
Geometría	Necesita mejorar	En Progreso al grado 5

Términos clave

**La escala de calificaciones** ofrece una manera única y uniforme de medir el crecimiento a través de los grados escolares y dominios. La escala de calificaciones se puede utilizar para comparar el crecimiento del estudiante a través de distintas evaluaciones de *i-Ready Diagnostic* and *i-Ready Instruction*.

**Los niveles de grado** se utilizan para guiar la instrucción en la clase. Los niveles de grado están basados en el desempeño general de Danielle así como en cada sub-prueba, los cuales describen el nivel óptimo de instrucción.

Hay cuatro niveles de grado:

- Por encima del nivel de su grado
- A nivel de su grado
- En progreso al nivel de su grado
- Necesita mejorar

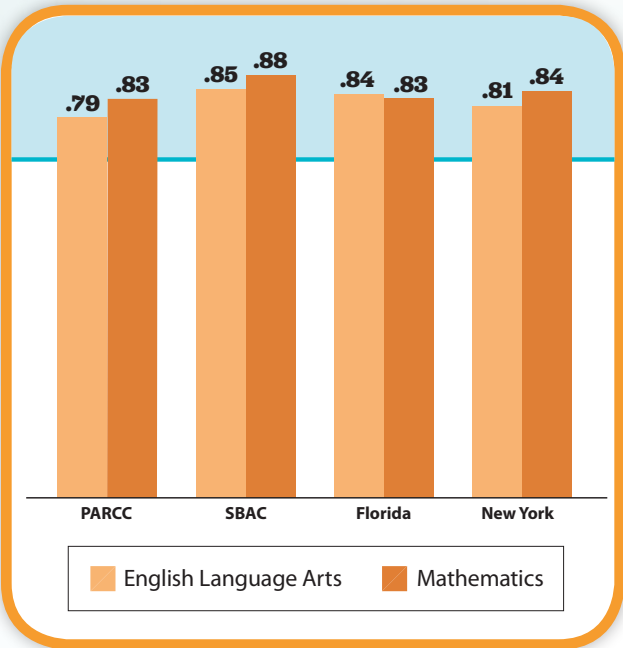
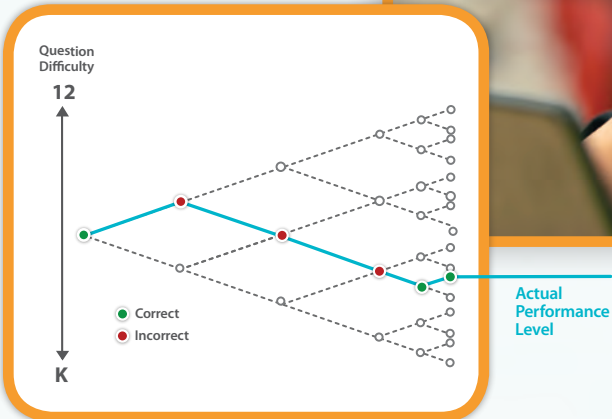
Para una descripción más detallada de lo que cubre la prueba, visite la sección de preguntas frecuentes en [i-Ready.com/FamilyCenter-es](#).

# Sophisticated assessments with practical purpose

i-Ready Assessments are designed to illuminate student learning. The intuitive reports from the adaptive i-Ready Diagnostic and i-Ready Standards Mastery offer accurate, actionable data to help teachers make more informed decisions about whole class, small group, and individual instruction.

## Adaptive is better

By adapting to student responses and assessing a broad range of skills—including skills above and below a student’s chronological grade—the i-Ready Diagnostic pinpoints student ability level and identifies the specific skills students need to learn to accelerate their growth.



## Highly correlated with state tests

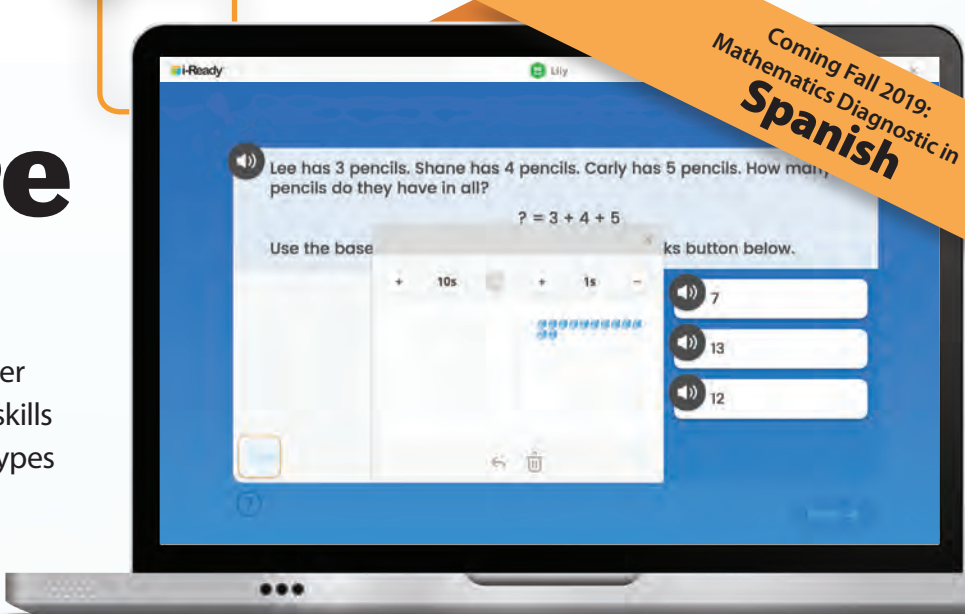
Recent research shows i-Ready Diagnostic to be highly correlated with PARCC, Smarter Balanced, and several state assessments.

## Powerful prediction data

Based on the results of the i-Ready Diagnostic, i-Ready provides proficiency rate prediction data for PARCC, Smarter Balanced, and several state assessments.

# Built to measure the standards

i-Ready assessment items are built by design to measure college and career readiness standards. Students using i-Ready can effectively demonstrate skills and standards mastery while building comfort and familiarity with item types like the ones seen on state tests.



## Examples of tech-enhanced item types include:

### Multiple Selected Response:

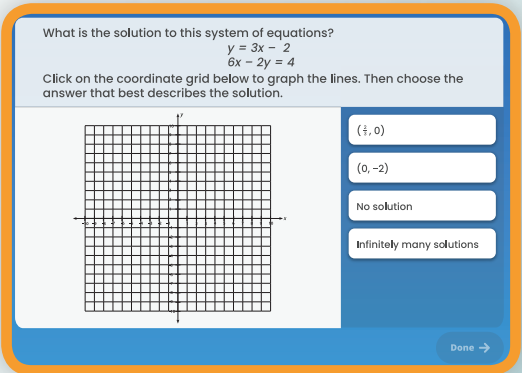
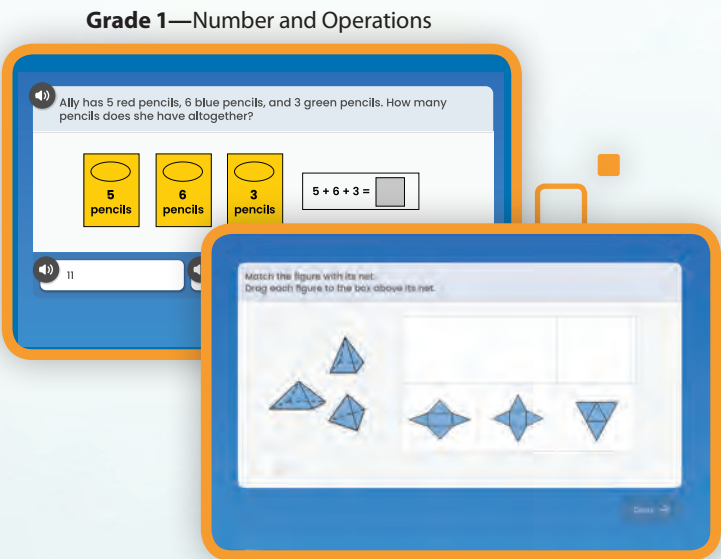
Drag and drop; Dropdown, multi-select

### Traditional Multiple Choice with Virtual Tools:

Ruler; Protractor; Compass; Number pad; Straightedge; Ten-frame counter; Unit square and cubes; Base-ten blocks

### Constructed Response:

Short open-ended response; Graphing using tools; Modeling using tools; Equation builders





# Proven whole class instruction

When choosing a new program, districts look to other educators and review committees to ensure programs are of high quality and match their expectations. *Ready Classroom Mathematics*, built on the same pedagogy that received a top rating from EdReports.org and state reviews, is an all-new K–5 program that empowers all students to own their learning through discourse-based instruction.



**K–8 top rated by EdReports.org,**  
an independent nonprofit that delivers evidence-based reviews of instructional materials.

**Receives high ratings on various rubrics, including:**



## Practical Routines, Meaningful Conversations, Powerful Results

*Ready Classroom Mathematics* empowers all students to own their learning through discourse-based instruction that embodies the true intent and demands of the standards. Purposeful data drive instruction while providing support to teachers as they facilitate meaningful mathematical discourse.



### Student Worktext

*Ready Classroom Mathematics* is focused on the major content of each grade. This focus helps deepen conceptual understanding and prepares students to apply mathematical concepts to solve everyday problems. The discourse-based instruction helps build strong mathematical habits in students.

### Student Dashboard

The Student Dashboard includes a wealth of interactive tools and games that encourage exploration and develop conceptual understanding. Student resources include the Student Bookshelf, Interactive Learning Games, and Digital Math Tools, and can be accessed directly from the Student Dashboard, making it easy for students to move from one resource to another.

### Teacher's Guide

*Ready Classroom Mathematics* embeds best-practice teaching support for every lesson, every day, allowing ongoing opportunities to monitor student progress and check for understanding. The Teacher's Guide also includes a variety of Professional Learning resources built into the beginning of every unit to support educators with the concepts within the unit. The embedded teaching support enables every teacher to reach all students.

### Teacher Digital Courseware

The Teacher Digital Courseware includes access to the Teacher Toolbox, Digital Comprehension Checks, and Learning Games reports. The Teacher Toolbox equips every teacher with the full range of K–5 mathematics resources (regardless of what grade they teach) for immediate use with students who are performing below, on, or above grade level.





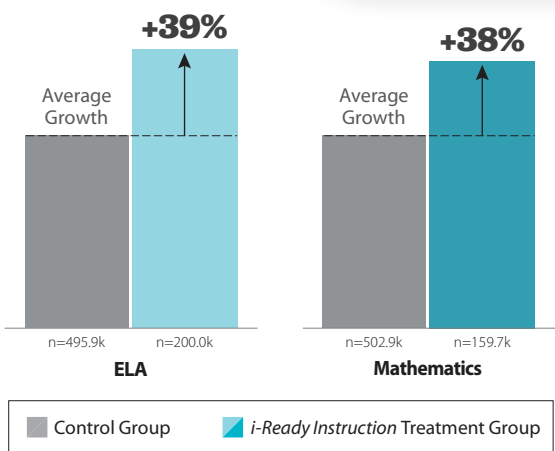
# Engaging instruction with proven results

i-Ready Instruction delivers powerful online lessons that motivate students on their path to proficiency and growth. Driven by insights from the i-Ready Diagnostic, i-Ready's online K–8 lessons provide tailored instruction that meets students where they are in their learning journey and encourages them as they develop new skills.

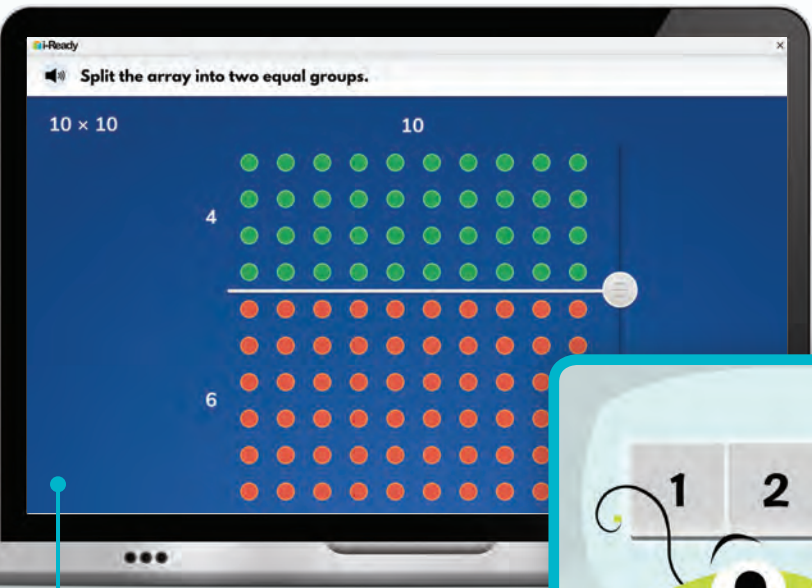
## Strong learning gains for students using i-Ready Instruction

Students who used i-Ready Instruction experienced substantial learning gains compared to students who did not. Students receiving recommended levels of i-Ready Instruction experienced 39% greater gains for English language arts (ELA) and 38% greater gains for mathematics. These results were supported by strong effect sizes and statistically significant gains.

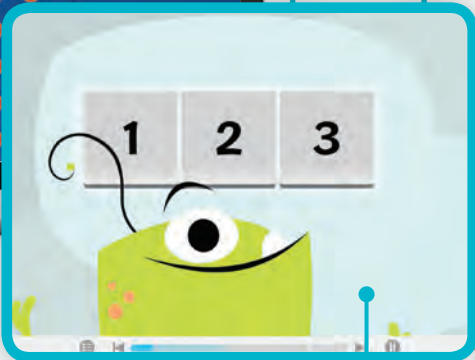
This research meets the criteria for Level 3: Promising Evidence under the Every Student Succeeds Act (ESSA).



# Built for the standards, designed to motivate



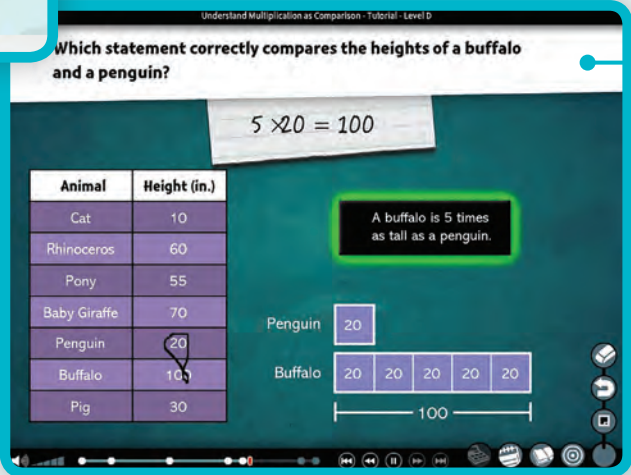
Built based on cutting-edge research into effective online learning practices, i-Ready's online lessons are challenging, supportive, and engaging for students of all ages and provide support for English Learners.



Helpful instruction at targeted interaction points models strategies and keeps students focused throughout the lesson.



A short quiz at the end of each lesson allows students to check their understanding and helps teachers track progress and know when to provide additional support in a skill.



Systematic practice and scaffolded feedback promote productive struggle and a growth mindset.